Consider this:

**BO’S CAFÉ LIFE**

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WHAT’VE YOU BEEN UP TO, DINGBANG?

WELL, BO, I JOINED A CRITIQUE GROUP, BUT MY WRITING HASN’T GOTTEN ANY BETTER...

APPARENTLY YOU HAVE TO LET THEM READ YOUR WORK.

Objectives:

This Session we will:

- Use a writing community to support writing development
- Write freely about things that interest you

Introduction
Writing Group

Writing often is a solitary endeavor, one that easily can lead to loneliness. You can spend hours alone at your desk, staring at your computer screen or a blank page, without encountering another human being (and no, tweets and Facebook messages don’t count). While some writers thrive in solitude, others crave the interaction with other writers—members of their own clan who will encourage them, inspire them and support them when the writing road gets rough.

The work of writing groups is to improve each other's work with thoughtful critiques and by sharing their writing and writing experiences.

**Required Learning Experience 1: Writing Collaborative Learning Teams**

- Team 1-Ackourey, Foster, Karpe, Ryan
- Team 2-Knash, Ridner, Schnell, Steakin
- Team 3-Burrows, Hilbert, Larena, Pino
- Team 4-Buch, Dowches, Mauro, Wummer
- Team 5-Abbadessa, Lewonka, Quintero, Vasquez
- Team 6-Bon Lore, Krautter, McQueen, Wieczorek
- Team 7-Cressman, Prusik, Smith, M.
- Team 8-Fagan, Snyder, Smith, J.

**Required Learning Experience 2:Genre Study Due June 20**
Select the genre you would like to write. Read three of the readings from the list of genre readings. With your writing collaborative learning team discuss and record your thinking using the Genre Study.docx handout. You may want to complete the genre study form for each reading. Post your summary of the genre to the Personal Genre Study discussion board.

**Replies to Others**

After posting, check out what others have written and reply to at least three people. As you review postings, you may find others with whom you can share similar experiences or notice some who have questions you can help answer. Plus, feel free to provide any encouragement, ideas, resources, etc. that others may find useful.

*Note: please keep in mind that this forum often has a lot of activity with many posts and replies. You are not required to read (or listen) and reply to every post. In fact, we recommend that you spend no more than 1 hour reading (or listening) and replying to intro posts. You can, of course, spend more time if you wish; however, the estimated work in this workshop is based on you spending approximately 1 hour on this forum.*

Below are some questions to guide your thinking:

- What do I need to know and be able to do in order to write well in a chosen genre?
- Why and when might I cross-pollinate elements of different genres in my own writing? What are the effects of doing this?
- How can I write true to a genre while staying true to my intended purpose or meaning?
- How important is it that I honor the familiar elements of the genre in which I'm writing? Why is or is it not important?
  - Opinion
  - Narrative
  - Informational

**Required Learning Experience 3: Writing**

Using one of the reading from the genre study learning experience, create a draft in your journal.

**Homework for June 15**

Genre Concept Map—Create and post on the discussion board a visual of the selected genre for your genre unit. This genre must be different from your personal writing genre. Your visual can be a drawing and the drawing uploaded or you can use digital tools. Brainstorm words, ideas, aspects you associate with the genre, list key aspects or components of the genre, sort list according to how central or peripheral your ideas are, central ideas near the center and peripheral towards the outside, connect ideas and explain connection with a sentence. Be prepared to elaborate in a class discussion.

*REED 575: Reading Colloquium*